

CONDUCTING THE CLASSROOM WALKTHROUGH

A Key Practice of Continuous
School Improvement



Academic Affairs
Curriculum & Instruction





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Introduction

The Walkthrough Process provides formative assessment data that answers the question, "How are we doing?" in regards to the implementation of standards-based teaching and learning. Examining and analyzing this data is a key practice of continuous school improvement. The Walkthrough Protocol outlined in this document provides a structure for consistent expectations across the district while allowing schools to address individual needs. This protocol is designed to document the expected outcomes of the school's/district's focused professional learning and the effectiveness of the School Accountability Plan.

This protocol should be viewed as a non-threatening tool to stimulate professional conversations, both internally and externally, as we raise expectations for all within a collaborative environment. Consistent and appropriate use of this valuable tool will help to facilitate our journey to world-class status.



"Nothing is more important than what you expect. . . .
If you expect too little, you rob yourself."
Dr. Robert Schuller

WALKTHROUGH PURPOSE

The purpose of the Walkthrough is to:

- ❖ **Give and receive safe, non-threatening, qualitative evidence-based feedback** to stimulate in-school dialogue.
- ❖ Reinforce attention to a **focus on teaching and learning** priorities within a standards-based environment.
- ❖ Gather and provide qualitative **data about instructional practice and student learning** to supplement other data about school and student performance.
- ❖ Stimulate **collaborative, professional conversations** about teaching and learning through the gathering of evidence related to the instructional expectation/focus.
- ❖ **Learn from each other** and from colleagues outside of the school through observing peers, asking questions, sharing experiences, and providing a variety of perspectives.
- ❖ Deepen an understanding of teaching and learning through **ongoing, formative feedback** related to school improvement that supports the school's instructional focus.

DESCRIPTION OF A WALKTHROUGH

A WALKTHROUGH IS A

- ❖ Tool for school improvement that links effective practices with desired outcomes
- ❖ Process for giving and receiving non-threatening evidence-based feedback from colleagues to stimulate collaborative professional conversations
- ❖ Strategy for breaking down isolation and promoting collegiality
- ❖ Snapshot of an instructional focus within a school
- ❖ Format to move “private practice” into the public arena
- ❖ A practice with confidentiality expectations

A WALKTHROUGH IS NOT A(N)

- ❖ Formal observation
- ❖ Audit
- ❖ Evaluation of individual teachers
- ❖ “Gotcha” opportunity for supervisors or peers
- ❖ Dog and pony show
- ❖ Isolated event
- ❖ Invitation to discuss inappropriately or gossip

Benefits of the Walkthrough

- ❖ Supports continuous school improvement
- ❖ Strengthens focus on teaching and learning
- ❖ Makes principals' presence in classrooms more frequent and more purposeful
- ❖ Aligns teachers and principals in terms of expectations
- ❖ Uses time effectively
- ❖ Creates a common ground for discussing academic improvement
- ❖ Keeps the administrator "in-touch" with the day-to-day happenings in the classroom
- ❖ Enables principals to know teachers' strengths and weaknesses
- ❖ Encourages the principal to be visible and to provide feedback
- ❖ Reinforces the principal's vested interest in what goes on daily in school
- ❖ Improves rapport with students and decreases discipline issues
- ❖ Increases appreciation by/of teachers
- ❖ Stimulates sharing within faculties about the effective practices and positive happenings in classrooms
- ❖ Provides for quality reflection on teaching and learning
- ❖ Stimulates additional opportunities for professional dialogue

Steps to Conducting the Classroom Walkthrough



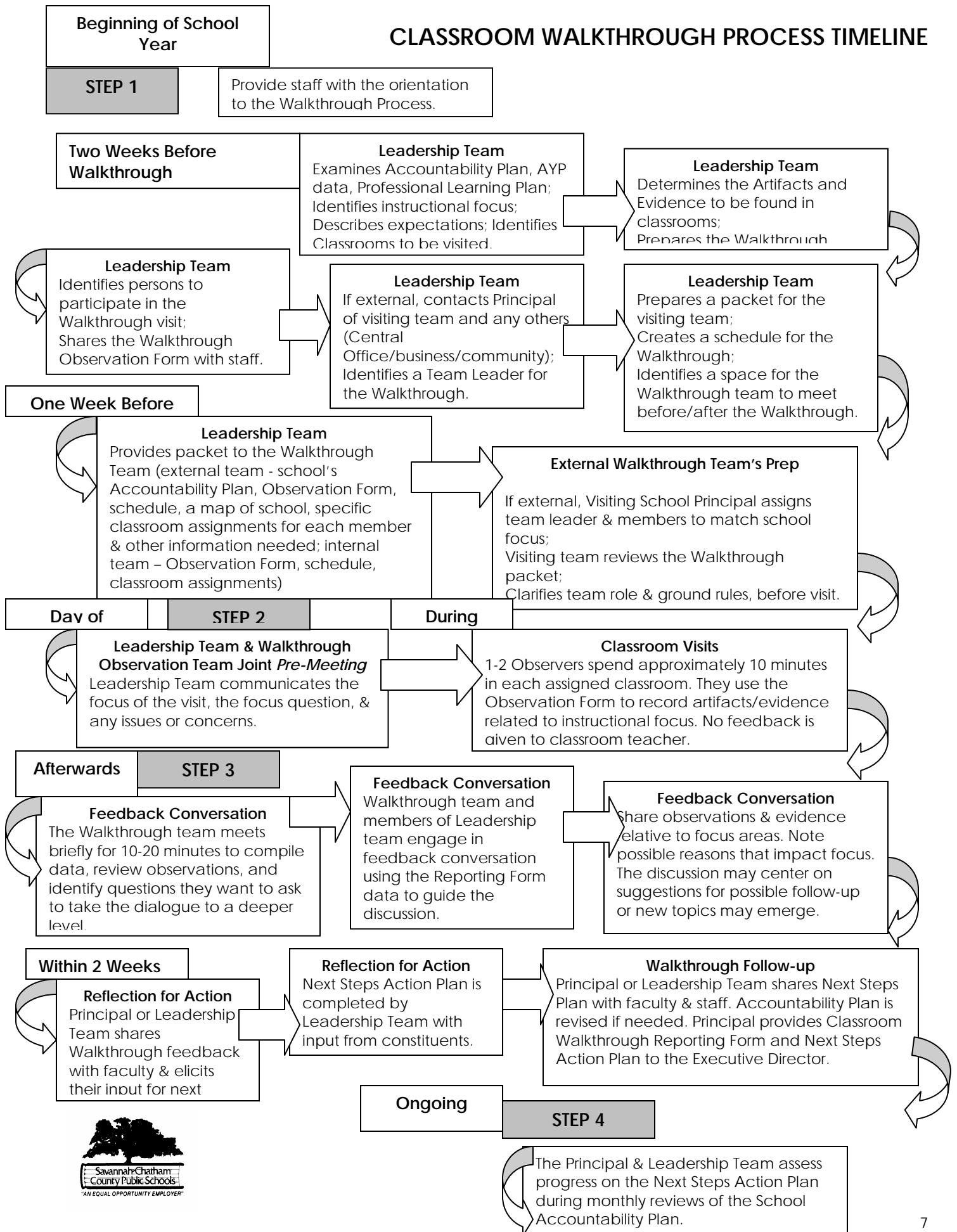
Conducting the Classroom Walkthrough

A Formative Process for Ongoing School Improvement

Answering the Question – "How Are We Doing? "

<p><u>Step 1</u> Planning the Walkthrough</p>	<ul style="list-style-type: none"> ▪ Orientation to Principals, Assistant Principals, Academic Coaches provided by District ▪ Staff orientation at schools re-delivered by those trained above ▪ Principals work with Instructional Leadership Team/School Improvement Team/Data Team to develop the Walkthrough Process at the school. Central Office instructional staff may be invited to assist with development of the protocol. ▪ An examination of factors such as the School Accountability Plan, achievement data, and professional learning of the school are taken into consideration. The Leadership Team determines the instructional focus of the Walkthrough and completes the Walkthrough Observation Form, to identify: the focus question and a description of the instruction expectations; the grade levels and classrooms to be visited; artifacts and evidence. ▪ The teachers/school staff are notified of the pending Walkthrough and provided with the Walkthrough Observation Form that will be used. ▪ The team members are selected to conduct the walk and they are notified of the process. A date is established, with a schedule of rooms to be visited by each team member. ▪ See Phase-In Schedule for timeline specifics.
<p><u>Step 2</u> Conducting the Walkthrough</p>	<ul style="list-style-type: none"> ▪ Team members arrive and receive an orientation. ▪ The Walkthrough is conducted and observations are recorded. One-two persons visit a classroom to record the data being collected, answering the question, "How are we doing?" The classroom observation should last approximately 10 minutes, with the observation form completed at that time. The classroom should have chairs identified for observers who need to be seated. Part of the observation time may be spent circulating throughout the room and examining student work (on display or at desks) and/or interviewing. See Walkthrough Guidelines for specifics.
<p><u>Step 3</u> Analyzing Data and using Walkthrough Results to Plan for Next Steps</p>	<ul style="list-style-type: none"> ▪ Walkthrough Team members meet to: <ul style="list-style-type: none"> ○ Share observations and consolidate data from the individual Walkthrough Observation Forms. ○ This information is used to identify which expectations are/are not in place. ○ These findings are discussed with the Leadership Team immediately after the data is compiled. ○ The Leadership Team identifies the reasons that the expectations are not in place, and a Next Steps Plan of Action is completed to address the expectation(s) not in place within 2 weeks. ▪ The Principal shares the Classroom Walkthrough Reporting Form and related Next Steps Plans with the Executive Director within 2 weeks after the Walkthrough.
<p><u>Step 4</u> Implementing the Next Steps Plan of Action to Improve Teaching and Learning</p>	<ul style="list-style-type: none"> ▪ The Principal and School Leadership Team assess progress on the Next Steps Action Plan during the monthly reviews of the School Accountability Plan.

CLASSROOM WALKTHROUGH PROCESS TIMELINE



CLASSROOM WALKTHROUGH PROCESS TIMELINE

STEP 1

**Beginning of
School Year**

Provide staff with the orientation to the Walkthrough Process.

**Two Weeks Before
Walkthrough**

Leadership Team

Examines Accountability Plan, AYP data, Professional Learning Plan;
Identifies instructional focus;
Describes expectations;
Identifies Classrooms to be visited.

Leadership Team

Determines the Artifacts and Evidence to be found in classrooms;
Prepares the Walkthrough Observation Form.

Leadership Team

Identifies persons to participate in the Walkthrough visit;
Shares the Walkthrough Observation Form with staff.

Leadership Team

If external, contacts Principal of visiting team and any others (Central Office/ business/community);
Identifies a Team Leader for the Walkthrough.

Leadership Team

Prepares a packet for the visiting team;
Creates a schedule for the Walkthrough;
Identifies a space for the Walkthrough team to meet before/after the Walkthrough.

**One Week
Before**

Leadership Team

Provides packet to the Walkthrough Team (external team - school's Accountability Plan, Observation Form, schedule, a map of school, specific classroom assignments for each member & other information needed; internal team - Observation Form, schedule, classroom assignments)

External Walkthrough Team's Prep

If external, Visiting School Principal assigns team leader & members to match school focus;
Visiting team reviews the Walkthrough packet;
Clarifies team role & ground rules, before visit.

STEP 2

Day of

Leadership Team & Walkthrough Observation Team Joint *Pre-Meeting*

Leadership Team communicates the focus of the visit, the focus question, & any issues or concerns.

During

Classroom Visits

1-2 Observers spend approximately 10 minutes in each assigned classroom. They use the Observation Form to record artifacts/evidence related to instructional focus. No feedback is given to classroom teacher.

Afterwards

STEP 3

Feedback Conversation

The Walkthrough team meets briefly for 10-20 minutes to compile data, review observations, and identify questions they want to ask to take the dialogue to a deeper level.

Feedback Conversation

Walkthrough team and members of Leadership team engage in feedback conversation using the Reporting Form data to guide the discussion.

Feedback Conversation

Share observations & evidence relative to focus areas. Note possible reasons that impact focus. The discussion may center on suggestions for possible follow-up or new topics may emerge.

Within 2 Weeks

Reflection for Action

Principal or Leadership Team shares Walkthrough feedback with faculty & elicits their input for next steps.

Reflection for Action

Next Steps Action Plan is completed by Leadership Team with input from constituents.

Walkthrough Follow-up

Principal or Leadership Team shares Next Steps Plan with faculty & staff. Accountability Plan is revised if needed. Principal provides Classroom Walkthrough Reporting Form and Next Steps Action Plan to the Executive Director.

STEP 4

Ongoing

The Principal & Leadership Team assess progress on the Next Steps Action Plan during monthly reviews of the School Accountability Plan.

Classroom Walkthrough Guidelines for Observers

The purpose of the Classroom Walkthrough is to gather data on what is happening in the school related to a specific instructional focus. It is not an evaluation of individual teachers, but is a snapshot of the degree to which an instructional strategy is being implemented throughout the building.

- A team of 5-6 persons is selected for the Walkthrough.
- Each team member is given specific classrooms to visit.
- 1-2 observers are assigned to each classroom.
- Chairs in the classroom are identified for observers. Part of the observation time may also be spent circulating throughout the room and examining student work (on display or at desks) and/or interviewing.
- Classroom visits last approximately 10 minutes each. This may vary, dependent upon the focus of the visit.
- Observers remain as unobtrusive as possible. When they ask questions, it is done discreetly.
- The specifics of what is to be observed or asked are recorded on the Walk-through Observation Form as the visits are made.
- Responses to the questions are recorded word for word on the Walkthrough Observation Form as the visits are made.
- The observers refrain from providing feedback to teachers they are observing.
- All Walkthrough observations are confidential.

Classroom Walkthrough Phase-In Schedule

Phase I 2006-2007

- Introductory Training on the Classroom Walkthrough Process provided to principals, assistant principals and academic coaches
- Principals provide orientation to staff on the Classroom Walkthrough concept, purpose and process.
- The Walkthrough focus is determined by School Improvement Team with internal academic coaches, classroom and resource teachers included.
- The focus of the Walkthrough is based on the School Accountability Plan and instructional standards.
- As a minimum, one Classroom Walkthrough should be conducted each marking period.
- The 1st semester Walkthroughs include only teachers at the home school sites. The 2nd semester Walkthroughs include teachers from partner schools.

Phase II 2007-2008

- Administrators join the Walkthrough teams.
- As a minimum, one Walkthrough including administrators should be conducted during each marking period.
- The 1st semester Walkthrough team consists of teachers and administrators at the home school.
- The 2nd semester partner school Walkthroughs include administrators & teachers from the partner school.

Phase III 2008-2009

- Internal and school partner Walkthroughs are on-going during Phase III.
- A minimum of one Walkthrough per marking period is required. These should be a combination of internal and partner Walkthroughs.
- Schools invite Academic Affairs staff to participate in at least one Walkthrough during the school year. University, business and community persons may also be invited.

Phase IV 2009-2010

- Walkthroughs are conducted by schools using a combination of participants as noted in Phases I, II, and III.
- Schools may be assigned partner schools for Walkthroughs by their Executive Directors.
- Academic Affairs staff provides Walkthrough topics for schools and participates in selected Walkthroughs.
- As a minimum, four Walkthroughs are required per year.



Academic Affairs – Curriculum and Instruction Classroom Walkthrough Observation Form

This form is used during the Walkthrough to record artifacts and evidence that support the expectation. Classroom Walkthroughs are only effective when they are directly related to the expectations and practices of a specific school. Walkthrough focus areas should be developed by the school leadership team.

Teacher: _____ Grade/Subject: _____
Observer: _____ School: _____ Date: _____

Instructional Expectation/Focus of the Walkthrough: (To be completed prior to Walkthrough)

Question: _____

Description: _____

Artifacts: Tangible objects/documents in the classroom that are central to learning and help to substantiate the expectation-student work products; teacher produced materials. (Before assuming the artifact is not present, ask questions.):

Check If
Observed

(To be completed prior to Walkthrough)

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Evidence: Observed behaviors of teachers/students that support the expectation

(To be completed prior to Walkthrough)

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Evidence: Questions to students and/or teachers which show understanding of the expectation.

(To be completed prior to Walkthrough)

(To be completed by Observer)

1. _____	_____
2. _____	_____
3. _____	_____



Academic Affairs – Curriculum & Instruction CLASSROOM WALKTHROUGH

Reporting Form

(This form is used to compile all information gathered during the Walkthrough.)

School:	Date:
Instructional Expectation/ Focus of Walkthrough:	

List the Artifacts or Evidence to be Observed in the Instructional Walkthrough	Grade Level		Grade Level		Grade Level		Calculation TOTAL OF A ÷ TOTAL OF B		Percent TOTAL OF A ÷ TOTAL OF B
	A	B	A	B	A	B			
									____ %
									____ %
									____ %
									____ %
									____ %
									____ %
									____ %
TOTAL									____ %
	%		%		%				

A – Number of classrooms in which specific artifact/evidence observed; B – Total number of classrooms visited

And/Or

A – Number of appropriate responses to questions; B – Total number of responses

Note: Provide a copy to your Executive Director within 2 weeks of Walkthrough.



Academic Affairs – Curriculum and Instruction
Classroom Walkthrough
Next Steps Action Plan

School _____

Date of Plan _____

Instructional Expectation/Focus of Walkthrough _____

Date of Walkthrough _____

Related Questions/Artifacts/Evidence	Expectation Observed <i>What went well?</i>	Expectation Not Observed <i>What is not in place?</i>	Reasons Why It Is Not in Place <i>Why is it not in place?</i>	Actions to be taken	Person(s) Responsible	Timeframe

NOTE: Provide a copy to your Executive Director within 2 weeks of Walkthrough.

SAMPLE WALKTHROUGH FORMS



Academic Affairs – Curriculum and Instruction Classroom Walkthrough Observation Form

This form is used during the Walkthrough to record artifacts and evidence that support the expectation. Classroom Walkthroughs are only effective when they are directly related to the expectations and practices of a specific school. Walkthrough focus areas should be developed by the school leadership team.

Teacher: _____ Grade/Subject: K-12/Assessment of Student Work
in a Standards-Based Classroom

Observer: _____ School: _____ Date: _____

Instructional Expectation/Focus of the Walkthrough: (To be completed prior to Walkthrough)

Are teachers assessing student work through the use of rubrics, exemplars, and meaningful commentary, based on instructional standards?

Rubrics are used to clearly define expectations for student work. Exemplars are posted to show students the quality of work that meets and exceeds the standard. Student work with meaningful teacher commentary is evident.

Artifacts: Tangible objects/documents in the classroom that are central to learning and help to substantiate the expectation-student work products; teacher produced materials. (Before assuming the artifact is not present, ask questions.):

Check If
Observed

(To be completed prior to Walkthrough)

- ☐ Rubrics are used that clearly define what is needed for quality work.
- ☐ Teacher commentary that helps to improve the product is evident on student work.
- ☐ Exemplars are posted that show products that meet/exceed the standard.

Evidence: Observed behaviors of teachers/students that support the expectation

(To be completed prior to Walkthrough)

- ☐ Student work reflects the elements shown in the rubric.
- ☐ Students' portfolios show work that has been revised based on teacher commentary.

Evidence: Questions to students and/or teachers which show understanding of the expectation.

(To be completed prior to Walkthrough)

(To be completed by Observer)

1. How does your teacher's feedback help you to improve your work? (Student)	
2. How do you know that your work meets the standard? (Student)	
3.	
4.	



Academic Affairs – Curriculum and Instruction Classroom Walkthrough Form

This form is used during the Walkthrough to record artifacts and evidence that support the expectation. Classroom Walkthroughs are only effective when they are directly related to the expectations and practices of a specific school. Walkthrough focus areas should be developed by the school leadership team.

Teacher: _____ Grade/Subject: 4-12/Multi-disciplinary-Communication Skills

Observer: _____ School: _____ Date: _____

Instructional Expectation/Focus of the Walkthrough: (To be completed prior to Walkthrough)

Are teachers implementing the 25 Books Standard across disciplines?
Students are reading both informational and fictional texts (both fiction and non-fiction) in a variety of genres and modes of discourse, including technical texts related to various subject areas as well as magazines, newspapers, textbooks, and electronic material to reach a minimum of 25 books or book equivalents (approximately 1,000,000 words/year).

Artifacts: Tangible objects/documents in the classroom that are central to learning and help to substantiate the expectation-student work products; teacher produced materials. (Before assuming the artifact is not present, ask questions.):

Check If Observed (To be Completed prior to Walkthrough):

- ☐ The 25-books standard is posted, displayed, or copied for each student.
Book logs are easily accessible and show evidence of student progress toward reading 25 books or equivalents with a variety of reading materials (fiction and non-fiction to include magazines, newspapers, textbooks, and electronic sources).
- ☐ Student Lexile levels and/or other measures are available to assist in the selection of appropriate books.
- ☐ An annotated bibliography is available for each reading material that the student has completed with their summary, assessment, and reflection on the material.

Evidence: Observed behaviors of teachers/students that support the expectation

- ☐ Students read a variety of genres and employ them as part of their classroom participation
- ☐ Student work which illustrates understanding of texts that they have read.
- ☐ Teachers remind students of the integration of the Reading Across the Curriculum Standard in all of their assignments.

Evidence: (Questions to students and/or teachers which show understanding of the expectation.)

(To be completed prior to Walkthrough)

(To be completed by Observer)

1. (Student) Do you know your reading level and do you feel confident in your selection of appropriate leveled materials?

2. (Student) How many books have you read thus far?



Academic Affairs – Curriculum and Instruction Classroom Walkthrough Form

This form is used during the Walkthrough to record artifacts and evidence that support the expectation. Classroom Walkthroughs are only effective when they are directly related to the expectations and practices of a specific school. Walkthrough focus areas should be developed by the school leadership team.

Teacher: _____ Grade/Subject: K-12/Reading – All Subjects

Observer: _____ School: _____ Date: _____

Instructional Expectation/Focus of the Walkthrough: (To be completed prior to Walkthrough)

Does the teacher use effective strategies when introducing a new reading selection? The teacher creates an interest, introduces vocabulary, elicits prior knowledge, uses predictions, and sets the purpose for reading.

Artifacts: Tangible objects/documents in the classroom that are central to learning and help to substantiate the expectation-student work products; teacher produced materials. (Before assuming the artifact is not present, ask questions.):

Check If
Observed

(To be completed prior to Walkthrough)

- ☐ The standard(s)/element(s) for selection being introduced are posted.
- ☐ Graphic organizers or other visuals are used for activating background knowledge (teacher or student produced) are used.
- ☐ New vocabulary is displayed.

Evidence: Observed behaviors of teachers/students that support the expectation

(To be completed prior to Walkthrough)

- ☐ The teacher creates an interest in reading selection by engaging the learner in a discussion about the topic.
- ☐ The teacher introduces and discusses new vocabulary in a meaningful way.
- ☐ Students make predictions based upon prior knowledge.

Evidence: Questions to students and/or teachers which show understanding of the expectation.

(To be completed prior to Walkthrough)

(To be completed by the observer)

1. (Teacher) How did you decide what vocabulary words were needed to be taught for this selection?
2. (Student) What helps you to make predictions?



Academic Affairs – Curriculum and Instruction Classroom Walkthrough Form

This form is used during the Walkthrough to record artifacts and evidence that support the expectation. Classroom Walkthroughs are only effective when they are directly related to the expectations and practices of a specific school. Walkthrough focus areas should be developed by the school leadership team.

Teacher: _____ Grade/Subject: 1st/Reading-Literacy Centers

Observer: _____ School: _____ Date: _____

Instructional Expectation/Focus of the Walkthrough: (To be completed prior to Walkthrough)

Are literacy centers being implemented effectively?

At independent student literacy centers, students are working on activities that directly reinforce reading skills previously taught. Students practice, demonstrate, and extend learning independent of the teacher. Students may be working alone, in pairs, or in small groups. The activities are carefully planned by the teacher to ensure differentiation.

Artifacts: Tangible objects/documents in the classroom that are central to learning and help to substantiate the expectation-student work products; teacher produced materials. (Before assuming the artifact is not present, ask questions.):

Check If
Observed

(To be completed prior to Walkthrough)

- ☐ Centers are clearly defined and labeled.
- ☐ A well-defined management system is posted to help guide student movement between groups and centers.
- ☐ Activities reflect daily reading instruction detailed in teacher lesson plans.

Evidence: Observed behaviors of teachers/students that support the expectation

(To be completed prior to Walkthrough)

- ☐ Students are engaged during centers and independent work.
- ☐ Teacher has materials organized and easily accessible.
- ☐ Students move between small-group instruction and centers with little or no adult supervision.

Evidence: Questions to students and/or teachers which show understanding of the expectation.

(To be completed prior to Walkthrough)

(To be completed by Observer)

1. (Student) How do you know what center you should visit?	
2. (Student) What have you been learning this week during whole-group and small-group time?	
3. (Teacher) How did you decide what activities would be at the centers for the week?	



Academic Affairs – Curriculum and Instruction Classroom Walkthrough Form

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Teacher:	Grade/Subject: K-12/Communication Skills - Writing Workshop
Observer:	School: _____ Date: _____

Instructional Expectation/Focus of the Walkthrough: (To be completed prior to Walkthrough)

Does the student practice process writing and, when applicable, use the writing process to develop, revise, and evaluate writing? Student plans and drafts independently, revises writing to improve the logic and coherence of the organization and controlling perspective, revises writing for specific audiences, purposes, and formality of the contexts, revises writing to sharpen the precision of word choice and to achieve desired tone, and edits writing to improve word choice, grammar, punctuation, etc.

Artifacts: Tangible objects/documents in the classroom that are central to learning and help to substantiate the expectation-student work products; teacher produced materials. (Before assuming the artifact is not present, ask questions.):

Check If Observed _____ (To be completed prior to Walkthrough)

- ☐ Student work is displayed along with the standard, performance task, and rubric
- ☐ Exemplars which show models of proficient writing
- ☐ Examples of prewriting and revisions of student work products in their folders

Evidence: Observed behaviors of teachers/students that support the expectation

(To be completed prior to Walkthrough)

- ☐ Students actually writing
- ☐ Teachers circulating around the room and providing a mini-lesson where needed
- ☐ Teachers conferencing with individual students to provide guidance for editing and revision

Evidence: (Questions to students and/or teachers which show understanding of the expectation.)

(To be completed prior to Walkthrough)

(To be completed by Observer)

- | | | |
|----|--|--|
| 1. | What is your specific writing assignment? Do you feel that you have met the standard for the specific task? Why? (Student) | |
| 2. | Have you revised your writing to sharpen the precision of word choice and achieve desired tone? (Student) | |
| 3. | How did you hook your reader in this writing assignment? What makes a good ending?(Student) | |



Academic Affairs – Curriculum and Instruction Classroom Walkthrough Form

This form is used during the Walkthrough to record artifacts and evidence that support the expectation.

Classroom Walkthroughs are only effective when they are directly related to the expectations and practices of a specific school. Walkthrough focus areas should be developed by the school leadership team.

Teacher: _____ Grade/Subject: 3-5/SCIENCE

Observer: _____ School: _____ Date: _____

Instructional Expectation/Focus of the Walkthrough: (To be completed prior to Walkthrough)

Are teachers using inquiry-based laboratory activities to help students learn science content? Students work in small groups to determine answers to solve a scientific problem. They have adequate materials and a clear understanding of expectations regarding procedures and routines associated with a hands-on lab activity. At the close of the activity, students acquire a deeper understanding of the science concepts associated with the instructional activity.

Artifacts: Tangible objects/documents in the classroom that are central to learning and help to substantiate the expectation-student work products; teacher produced materials. (Before assuming the artifact is not present, ask questions.)

(Check If

Observed)

(To be completed prior to Walkthrough)

- ☐ Steps of the scientific method displayed & related to current content
- ☐ Displays of experiments conducted by students are present
- ☐ Rubrics/scoring guides are filed in Science Notebook/Journal
- ☐ Materials and equipment needed to conduct experiments are present in the classroom
- ☐ Student journals that document experimentation are present

Evidence: Observed behaviors of teachers/students that support the expectation (Check If Observed)

- ☐ Teacher circulates and interacts with students while students work on their experiments
- ☐ Students actively participate in the inquiry-based hands-on laboratory
- ☐ Students work in cooperative groups

Evidence: (Questions to students (S) and/or teachers (T) which show understanding of the expectation.)

(To be completed prior to Walkthrough)

(To be completed by observer)

1. Can you devise a laboratory experiment to test a hypothesis? Explain. (Student)
Key terms to expect in response: problem, hypothesis, research, data, conclusions, discussion



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This form is used during the Walkthrough to record artifacts and evidence that support the expectation. Classroom Walkthroughs are only effective when they are directly related to the expectations and practices of a specific school. Walkthrough focus areas should be developed by the school leadership team.

Teacher: _____ Grade/Subject: K-12/History-Social Studies

Observer: _____ School: _____ Date: _____

Instructional Expectation/Focus of the Walkthrough: (To be completed prior to Walkthrough)

Are primary sources used in the classroom to understand history?

Primary sources help students develop knowledge, skills, and analytical abilities. By dealing directly with primary sources, students engage in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present.

Artifacts: Tangible objects/documents in the classroom that are central to learning and help to substantiate the expectation-student work products; teacher produced materials. (Before assuming the artifact is not present, ask questions.):

Check If
Observed

(To be completed prior to Walkthrough)

- ☐ Lesson plans that reflect use of primary sources on display, such as:
- ☐ Replicas of documents such as Declaration of Independence or speeches, sermons, news articles that relate to lesson plans
- ☐ Historical photographs and paintings that depict appropriate time period
- ☐ Historical books, journals, diaries which reflect time period under investigation
- ☐ Objects such as clothing or tools used during time period under study

Evidence: Observed behaviors of teachers/students that support the expectation

(To be completed prior to Walkthrough)

- ☐ Students engaged in the analysis of several primary sources, with work products as follows:
An oral presentation taking a stand on an issue in history
- ☐ A museum display about an historical topic with student-written captions for the items selected
- ☐ A news article written by the student in response to a primary source taking the position of someone who lived at the time the source was created
- ☐ A visual display (poster, magazine cover, illustrated timeline) that highlights the most important points to be gained from the primary sources under study

Evidence: (Questions to students and/or teachers which show understanding of the expectation.)

(To be completed prior to Walkthrough)

(To be completed by Observer)

- | | |
|--|--|
| 1. (Student) What primary sources are used in the classroom? | |
| 2. (Student) What primary sources have you used to complete a project? | |
| 3. (Student) How do you search for primary sources? | |



Academic Affairs – Curriculum and Instruction Classroom Walkthrough Form

This form is used during the Walkthrough to record artifacts and evidence that support the expectation. Classroom Walkthroughs are only effective when they are directly related to the expectations and practices of a specific school. Walkthrough focus areas should be developed by the school leadership team.

Teacher: _____ Grade/Subject: High School/Spanish
Observer: _____ School: _____ Date: _____

Instructional Expectation/Focus of the Walkthrough: (To be completed prior to Walkthrough)

Do Spanish classes address cultural aspects of the people?

Students will develop an understanding of perspectives, practices, and products of cultures where Spanish is spoken. Student will be able to describe how the different cultures are interrelated.

Artifacts: Tangible objects/documents in the classroom that are central to learning and help to substantiate the expectation-student work products; teacher produced materials. (Before assuming the artifact is not present, ask questions.):

Check If

Observed

(To be completed prior to Walkthrough)

☐ Student reading logs that include books that illustrate the perspectives, practices, and products of Spanish speaking cultures.

☐ Realia exists in the classroom offering tangible examples of Spanish speaking cultures.

☐ A chart, bulletin board, poster, or other type of display is available to compare and contrast different Spanish speaking cultures.

Evidence: Observed behaviors of teachers/students that support the expectation

(To be completed prior to Walkthrough)

☐ The teacher asks high level questions which require students to analyze different aspects of the Spanish speaking cultures presented.

☐ The teacher requires students to identify products of cultures studied and how they reflect the perspective of those cultures.

☐ Students are able to elaborate on similarities and differences between the studied cultures.

Evidence: (Questions to students and/or teachers which show understanding of the expectation.)

(To be completed prior to Walkthrough)

(To be completed by Observer)

1. (Student) Are there similarities and differences between "American" culture and the cultures that you are studying? What are they?

2. (Student) What underlying themes or ideas are present in all of the Spanish speaking cultures?



Academic Affairs – Curriculum and Instruction Classroom Walkthrough Form

This form is used during the Walkthrough to record artifacts and evidence that support the expectation. Classroom Walkthroughs are only effective when they are directly related to the expectations and practices of a specific school. Walkthrough focus areas should be developed by the school leadership team.

Teacher:

Grade/Subject: K-12/Math

Observer:

School:

Date:

Instructional Expectation/Focus of the Walkthrough:

Does the teacher provide multiple opportunities for students to develop high-level mathematical thinking via the use of effective questioning techniques?

The teacher's questions require the students to explain (orally or in writing) procedures or algorithms; describe the application of what they have learned; and/or evaluate an answer or procedure. Student responses may be individual and/or collaborative.

***See attached sheet for a list of sample effective mathematics questions.**

Artifacts: Tangible objects/documents in the classroom that are central to learning and help to substantiate the expectation-student work products; teacher produced materials. (Before assuming the artifact is not present, ask questions.):

Check If

Observed

(To be completed prior to Walkthrough)

- ☐ Students' math journals / notebooks include written responses to questions which encourage reflection.
- ☐ High-level mathematics questions are on display or on a handout in notebooks for easy reference.
- ☐ Posted results of collaborative problem-solving activities show "collective thinking" questions.

Evidence: Observed behaviors of teachers/students that support the expectation

- ☐ The teacher asks high-level math questions (such as those on the attached list) throughout the lesson.
- ☐ When posing a problem or asking a question, the teacher pauses 10 seconds before soliciting an answer in order to allow all students the opportunity to "think mathematically."
- ☐ When students' initial responses are inaccurate or incomplete, the teacher "stays with" them, probing their understanding and helping them to produce better answers.

Evidence: (Questions to students and/or teachers which show understanding of the expectation.)

(To be completed prior to Walkthrough)

(To be completed by Observer)

1. Does the teacher ask questions that require you to explain your thinking? Give me an example.
2. Do you often "think out loud" with other students in response to the teachers questions?

Developing Mathematics Thinking with Effective Questions – Elementary P. 1 of 2

To promote problem solving, ask...

- What do you need to find out?
- What information do you have?
- What strategies are you going to use?
- Will you do it mentally? With pencil and paper? Using a number line?
- Will a calculator help?
- What tools will you need?
- What do you think the answer or result will be?

To help when students get stuck, ask...

- How would you describe the problem in your own words?
- What do you know what is not stated in the problem?
- What facts do you have?
- How did you tackle similar problems?
- Could you try it with simpler number? Fewer numbers? Using a number line?
- What about putting things in order?
- Would it help to create a diagram? Make a table? Draw a picture?
- Can you guess and check?
- Have you compared your work with anyone else? What did other members of your group try?

To make connections among ideas and applications, ask...

- How does this relate to...?
- What ideas that we have learned before were useful in solving this problem?
- What uses of mathematics did you find in the newspaper last night?
- Can you give me an example of...?

To encourage reflection, ask...

- How did you get your answer?
- Does your answer seem reasonable? Why or why not?
- Can you describe your method to us all? Can you explain why it works?
- What if you had started with _____ rather than _____?
- What if you could only use...?
- What have you learned or found out today?
- Did you use or learn any new words today? What do they mean? How do you spell them?
- What are the key points or big ideas in this lesson?

To help students build confidence and rely on their own understanding, ask...

- Why is that true?

- How did you reach that conclusion?
- Does that make sense?
- Can you make a model to show that?

To help students learn to reason mathematically, ask...

- Is that true for all cases? Explain
- Can you think of a counterexample?
- How would you prove that?
- What assumptions are you making?

To check student progress, ask...

- Can you explain what you have done so far? What else is there to do?
- Why did you decide to use this method?
- Can you think of another method that might have worked?
- Is there a more efficient strategy?
- What do you notice when...?
- Why did you decide to organize your results like that?
- Do you think this would work with other numbers?
- Have you thought of all the possibilities? How can you be sure?

To help students collectively make sense of mathematics, ask...

- What do you think about what _____ said?
- Do you agree? Why or why not?
- Does anyone have the same answer, but a different way to explain it?
- Do you understand what _____ is saying?
- Can you convince the rest of us that your answer makes sense?

To encourage conjecturing, ask...

- What would happen if...? What if not?
- Do you see a pattern? Can you explain the pattern?
- What are some possibilities here?
- Can you predict the next one? What about the last one?
- What decision do you think he /she should make?

Developing Mathematical Thinking with Effective Questions - Secondary

p. 1 of 2

To promote problem solving, ask...

- What do you need to find out?
- What information do you have?
- What strategies are you going to use?
- Will you do it mentally? With pencil and paper? Using a number line?
- Will a calculator help?
- What tools will you need?
- What do you think the answer or result will be?

To help when students get stuck, ask...

- How would you describe the problem in your own words?
- What do you know that is not stated in the problem?
- What facts do you have?
- How did you tackle similar problems?
- Could you try it with simpler number? Fewer numbers? Using a number line?
- What about putting things in order?
- Would it help to create a diagram? Make a table? Draw a picture?
- Can you guess and check?
- Have you compared your work with anyone else? What did other members of your group try?

To make connections among ideas and applications, ask...

- How does this relate to...?
- What ideas that we have learned before were useful in solving this problem?
- What uses of mathematics did you find in the newspaper last night?
- Can you give me an example of...?

To encourage reflection, ask...

- How did you get your answer?
- Does your answer seem reasonable? Why or why not?
- Can you describe your method to us all? Can you explain why it works?
- What if you had started with _____ rather than _____?
- What if you could only use...?
- What have you learned or found out today?
- Did you use or learn any new words today? What do they mean? How do you spell them?
- What are the key points or big ideas in this lesson?

Developing Mathematical Thinking with Effective Questions – Secondary (Con't.)

To help students build confidence and rely on their own understanding, ask...

- Why is that true?
- How did you reach that conclusion?
- Does that make sense?
- Can you make a model to show that?

To help students learn to reason mathematically, ask...

- Is that true for all cases? Explain
- Can you think of a counterexample?
- How would you prove that?
- What assumptions are you making?

To check student progress, ask...

- Can you explain what you have done so far? What else is there to do?
- Why did you decide to use this method?
- Can you think of another method that might have worked?
- Is there a more efficient strategy?
- What do you notice when...?
- Why did you decide to organize your results like that?
- Do you think this would work with other numbers?
- Have you thought of all the possibilities? How can you be sure?

To help students collectively make sense of mathematics, ask...

- What do you think about what _____ said?
- Do you agree? Why or why not?
- Does anyone have the same answer, but a different way to explain it?
- Do you understand what _____ is saying?
- Can you convince the rest of us that your answer makes sense?

To encourage conjecturing, ask...

- What would happen if...? What if not?
- Do you see a pattern? Can you explain the pattern?
- What are some possibilities here?
- Can you predict the next one? What about the last one?
- What decision do you think he /she should make?

SAMPLE WALKTHROUGH PROCESS FORMS

Sunshine Elementary School
Classroom Walkthrough Assignments
10-7-2006

GRADE 3		GRADE 4		GRADE 5	
Room Number	Walkthrough Visitor	Room Number	Walkthrough Visitor	Room Number	Walkthrough Visitor
Room 16	Mrs. Brown	Room 25	Mrs. Jones	Room 31	Mrs. Daily
	Mrs. Smith		Mr. Green		Mr. Beach
Room 18	Mrs. Brown	Room 28	Mrs. Jones	Room 35	Mrs. Daily
	Mrs. Smith		Mr. Green		Mr. Beach
Room 20	Mrs. Brown	Room 29	Mrs. Jones	Room 36	Mrs. Daily
	Mrs. Smith		Mr. Green		Mr. Beach

NOTE:

6 Teachers are conducting the Walkthrough visits.

Each teacher is visiting **3** classrooms.

A total of **18** Classroom Observations are done in **9** classrooms.



Academic Affairs – Curriculum and Instruction Classroom Walkthrough Observation Form

This form is used during the Walkthrough to record artifacts and evidence that support the expectation. Classroom Walkthroughs are only effective when they are directly related to the expectations and practices of a specific school. Walkthrough focus areas should be developed by the school leadership team.

Teacher: Mrs. Roman

Grade/Subject: Gr. 3/Assessment of Student Work
in a Standards-Based Classroom

Observer: Mrs. Brown

School: Sunshine Elementary Date: 10-7-06

Instructional Expectation/Focus of the Walkthrough: (To be completed prior to Walkthrough)

Are teachers assessing student work through the use of rubrics, exemplars, and meaningful commentary, based on instructional standards?

Rubrics are used to clearly define expectations for student work. Exemplars are posted to show students the quality of work that meets and exceeds the standard. Student work with meaningful teacher commentary is evident.

Artifacts: Tangible objects/documents in the classroom that are central to learning and help to substantiate the expectation-student work products; teacher produced materials. (Before assuming the artifact is not present, ask questions.):

Check If
Observed

(To be completed prior to Walkthrough)

- ☒ Rubrics are used that clearly define what is needed for quality work.
- ☐ Teacher commentary that helps to improve the product is evident on student work.
- ☒ Exemplars are posted that show products that meet/exceed the standard.

Evidence: Observed behaviors of teachers/students that support the expectation
(To be completed prior to Walkthrough)

- ☒ Student work reflects the elements shown in the rubric.
- ☐ Students' portfolios show work that has been revised based on teacher commentary.

Evidence: Questions to students and/or teachers which show understanding of the expectation.

(To be completed prior to Walkthrough)

(To be completed by Observer)

1. How does your teacher's feedback help you to improve your work? (Student)	She gives me a grade on my paper (weak response)
2. How do you know that your work meets the standard? (Student)	I use the rubric & compare my work with it. (strong response)
3.	
4.	



NOTE: A total of 6 teachers made the Walkthroughs. Each teacher visited 3 classrooms. 9 Classrooms were open for the Walkthroughs. Therefore a total of 18 Observation Forms were completed (6 x 3 = 18)

Academic Affairs – Curriculum & Instruction CLASSROOM WALKTHROUGH

Reporting Form

(This form is used to compile all information gathered during the Walkthrough.)

School: Sunshine Elementary School	Date: October 7, 2006
Instructional Expectation/ Focus of Walkthrough: Assessment of Student Work in a Standards-Based Classroom	

List the Artifacts or Evidence to be Observed in the Instructional Walkthrough	Grade Level <u>3</u>		Grade Level <u>4</u>		Grade Level <u>5</u>		CALCULATION TOTAL OF A÷TOTAL OF B		PERCENT TOTAL OF A÷TOTAL OF B
	A	B	A	B	A	B			
Rubrics are used that clearly define what is needed for quality work	6	6	6	6	6	6	18	18	<u>100</u> %
Teacher commentary that helps to improve the product is evident on student work	2	6	6	6	4	6	12	18	<u>67</u> %
Exemplars are posted to show products that meet/exceed standard	4	6	6	6	4	6	14	18	<u>78</u> %
Student work reflects the elements shown in the rubric	4	6	6	6	4	6	14	18	<u>78</u> %
Students' portfolios show work that has been revised based on teacher commentary	2	6	6	6	3	6	11	18	<u>61</u> %
How does your teacher's feedback help you to improve your work?	3	6	6	6	3	6	12	18	<u>67</u> %
How do you know that your work meets the standard?	4	6	6	6	6	6	16	18	<u>89</u> %
TOTAL	25	42	42	42	30	42	97	126	<u>77</u> %
	=60%		=100%		=71%				

A – Number of classrooms in which specific artifact/evidence observed; B – Total number of classrooms visited
And/Or

A – Number of appropriate responses to questions; B – Total number of responses

Note: Provide a copy to your Executive Director within 2 weeks of Walkthrough.



Academic Affairs – Curriculum and Instruction
Classroom Walkthrough
 Next Steps Action Plan

School Sunshine Elementary School

Date of Plan: October 11, 2006

Instructional Expectation/Focus of Walkthrough Assessment of Student Work in a Standards-Based Classroom

Date of Walkthrough October 7, 2006

Related Questions/Artifacts/Evidence	Expectation Observed <i>What went well?</i>	Expectation Not Observed <i>What is not in place?</i>	Reasons Why It Is Not in Place <i>Why is it not in place?</i>	Actions to be taken	Person(s) Responsible	Timeframe
1. Rubrics are used that clearly define what is needed for quality work	All classes using rubrics effectively	-----	-----	Continue to monitor	Administrators Teachers	Ongoing
2. Teacher commentary that helps to improve the product is evident on student work	Effective commentary noted in 67% of classes, with 4 th grade 100%	Traditional grades without meaningful teacher commentary observed	Some teachers have not made the shift fully to using meaningful teacher feedback	Professional Learning through PLC's examine student work, focusing on the value of commentary to improve the work	Ac. Coach Teachers Administrators	Nov. – Dec. 2006
3. Exemplars are posted that show products that meet/exceed the standard.	Exemplars evident in 78% of classrooms, with 4 th grade 100%	Some classes at grades 3 & 5 did not have exemplars posted	A few teachers lack understanding of what constitutes an exemplar – samples displayed are not true exemplars	PLC's focus on examining student work & come to agreement on how quality work looks. Research & review exemplars available to teachers (journals, websites, etc.)	Ac. Coach Teachers Media specialist Administrators	Nov. – January 2007

**SUNSHINE ELEMENTARY
NEXT STEPS ACTION PLAN CONTINUED**

Related Questions/Artifacts/Evidence	Expectation Observed <i>What went well?</i>	Expectation Not Observed <i>What is not in place?</i>	Reasons Why It Is Not in Place <i>Why is it not in place?</i>	Actions to be taken	Person(s) Responsible	Timeframe
4. Student work reflects elements shown in the rubric	Most student work reflects the elements in rubrics	Some student work reflects not meeting elements in rubrics	Students need better understanding of using a rubric to develop work	Teachers will provide more instruction & practice as rubrics are introduced	Teachers Students	Nov. – May 2007
5. Student portfolios show work that has been revised based on teacher commentary.	4 th graders showed a clear understanding of how to use teacher commentary to improve their work	Several teachers in 3 rd & 5 th grades did not have evidence of students revising their work based on teacher commentary	Portfolios not in use; teachers feel lack of time to allow students to have multiple opportunities to revise their work	Use PLC's to look at examples of effective portfolios from peer teachers; teachers share their strategies for implementing	Ac. Coach Teachers Administrators	Nov. – May 2007
6. How does your teacher's feedback help you to improve your work? (Student)	4 th grade students' responses showed the teachers use feedback very effectively to help students improve their work	Responses in 3 rd & 5 th grades indicate that not all students are receiving feedback that will help them improve their work	Some teachers are not clear on what constitutes effective feedback & how this can help students to improve their work	See # 2	Academic Coach Teachers Administrators	See # 2
7. How do you know that your work meets the standard? (Student)	89% of students responded satisfactorily	Some students in 3 rd grade were not able to answer appropriately	Students in 3 rd grade need more practice with rubrics	See # 4	Teachers Students	See # 4

NOTE: Provide a copy to your Executive Director within 2 weeks of Walkthrough.